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ABSTRACT

Assembly Concurrent Resolution 71 (ACR 71) requests California's three public segments of higher education to review those policies and programs that are aimed at ensuring that all graduates "possess an understanding and awareness of non-white ethnic groups" and to consider adopting necessary policies to ensure that goal. This report reviews existing community college ethnic studies programs and policies conforming to the guidelines of ACR 71, provides a summary of fiscal support sources for such offerings, and suggests areas in which policy changes may be needed to address deficiencies. Part I provides background to the development of ethnic studies programs and the debate concerning the importance of these programs that led to the passage of ACR 71. Part II highlights ACR 71 requirements and the actions taken by the State Chancellor's Office in compliance. Part III presents findings from a study of ethnic studies policies and courses in California's community colleges, including information on non-instructional support and fiscal implications. Part IV outlines policies, programs, courses, and other actions designed to promote the goal expressed in ACR 71 at both system and local levels; and offers three policy options for consideration by the Board of Governors. Appendices include the study questionnaire and a sample course approval format. (HB)

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ETHNIC STUDIES, POLICIES, AND PROGRAMS:
A RESPONSE TO ASSEMBLY CONCURRENT RESOLUTION 71

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Office of the Chancellor
California Community Colleges

Discussed as Agenda Item 3 at a Meeting of the
Board of Governors of the California Community Colleges
Sacramento, California
January 24-25, 1985

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Board of Governors of the
California Community Colleges
January 24-25, 1985

Item 3

Title: Ethnic Studies, Policies, and Programs:
A Response to Assembly Concurrent Resolution 71

Staff Presentation: Allan Petersen, Administrator
Rita Cepeda, Specialist
Program Evaluation and Approval

Summary

In 1983, Assembly Bill 383 (Hughes-Ethnic Studies) was introduced in the Legislature. This bill would have mandated the addition of ethnic studies to the general education requirements for the Associate or Baccalaureate degrees. AB 383 was defeated, but the Legislature, as a compromise, adopted Assembly Concurrent Resolution 71. ACR 71 requests California's three public segments of higher education to review those policies and programs which are aimed at ensuring that all graduates "possess an understanding and awareness of non-white ethnic groups"; to consider adopting necessary policies to ensure that goal; and to file a report with the California Postsecondary Education Commission by January 1, 1985. The Commission in turn, is to submit a consolidated report to the Legislature by April 15, 1985.

This item reviews existing ethnic studies programs and policies which conform to the guidelines of ACR 71, provides a summary of fiscal support sources for such offerings and suggests areas in which Board policy may be needed to address any deficiencies. The item also suggests three policy options for Board consideration; Option 1 recommends a maintenance of effort by citing existing minimum standards in Title 5 and the Education Code which already meet ACR 71 concerns; Option 2 proposes the adoption of added regulations which would mandate ethnic studies as a requirement for the associate degree; Option 3 is the option recommended by staff. It recommends that in addition to minimum standards and current practices, local colleges should be encouraged to adopt/adapt exemplary practices into the college's educational plan.

Recommended Action

The Educational Policy Committee should consider the three policy options described by staff in Section IV of this item and recommend Option 3 for adoption by the full Board. In addition, it is recommended that the Board adopt this report for submittal to the California Postsecondary Education Commission in compliance with ACR 71 (Resolution, Chapter 67, Statutes of 1984).

I. BACKGROUND

Ethnic Studies requirements and curriculum practices which foster awareness about the contributions of ethnic minorities are not recent. The Civil Rights Act of 1964 is often singled out as the cornerstone for many of the subsequent reforms which impacted all aspects of American life including the world of work education, social and health services. While there had been previous efforts in academia and other fields to address the issue of a multiethnic/multicultural society, concerted efforts to integrate these concepts into core curriculum offerings did not begin in earnest until the early 1960's. To date, much has happened to make educators, government officials and businessmen aware of the need to understand and capitalize on the assets provided by a pluralistic society. Social scientists have published a great deal about the concept of cultural pluralism, a perspective which has partially replaced the concept of assimilationism. Pluralism is likened to a mosaic of distinct pieces all of which form a large and united pattern. Assimilationism is compared to the "melting pot" idea in which various ingredients combine and lose their differences becoming another but homogenous whole.

The melting pot concept advanced in the early 1900's and 1920's has not accurately described what has taken place. Social scientists studying the texture of the American social pattern, through an examination of the patterns of immigration, have found that the concept of pluralism is a better description of the social integration of immigrants into the United States. Pluralism refers to the existence within a nation, of groups distinctive in ethnic origin, religion or cultural patterns all of which are united by a shared economic, political and philosophical perspective -- life, liberty and the pursuit of happiness.

Ethnic Studies

The mid-sixties to the mid-seventies was a period during which ethnic studies departments flourished in many colleges and universities. Ethnic studies became a recognized major and curriculum programs were developed. Black Studies and Chicano Studies were the largest programs which developed in California. The emergence of these programs brought about constant debate as to the place of these specialized curriculum offerings within the general education or core curriculum plan of the institution. The central question was -- should ethnic studies be offered as a separate discipline or should it become an interdisciplinary part of all social science offerings?

In the last 20 years ethnic studies pedagogy has not been the only curriculum or educational reform issue to be at the center of academic controversy. Degree requirements at all three segments of higher education have changed, general education has been defined and redefined and student underpreparedness has forced a serious reexamination of education.

The avenues for reform have been many -- these range from voluntary joint academic senate agreements which detail expectations about the requisites for undergraduate preparation; to the adoption of legislative

mandates. An example of this last point is the recent legislative mandate to review the California Master Plan for Higher Education. It is not surprising, therefore, that the debate over the role and function of ethnic studies should also have encouraged a legislative solution.

In 1983, Assemblywoman Teresa Hughes introduced AB 383 that would have mandated the addition of ethnic studies as a general education requirement for the associate or baccalaureate degree. The bill met with opposition from all three segments of postsecondary education, particularly from faculty who perceived this action as an infringement on their academic and professional responsibility for determining instructional programs. While AB 383 was not passed by the Legislature, there was recognition of the importance of the issue under discussion as demonstrated by the adoption of ACR 71.

Outside the legislative arena the question about the role of ethnic studies has been debated by all segments of higher education and various approaches have been taken by faculty in response to this issue. The California State University has an established graduation requirement entitled "American Institution and Ideas" while the University of California has a similar requirement called "American History and Institutions." Both these requirements include offerings which respond to the concerns expressed in ACR 71. Likewise, community colleges have also responded to ethnic studies concerns. During 1969, the Board of Governors adopted a resolution urging community colleges to offer ethnic studies programs to all students. Subsequently, regulations were established in Title 5, Section 55806, which requires that ethnic studies be offered in at least one of the general education requirement areas for the associate degree. In addition, provisions were established in the Education Code, Section 78202 which mandate that the course of study in the social sciences must include instruction pertaining to "the role, participation, and contribution of Black Americans, American Indians, Mexicans, persons of oriental extraction, and other ethnic groups to the economic, political, and social development of California and the United States of America."

II. REQUIREMENTS OF ACR 71

Assembly Concurrent Resolution 71 (Res., Ch. 67/84) requested the University of California, California State Universities and California Community Colleges do the following:

- 1) Review policies and programs "concerning the nature and extent of courses which examine the experiences of nonwhite ethnic groups which have been excluded from the core curriculum";
- 2) To "consider the adoption of necessary policies and programs to ensure that all graduates with associate or baccalaureate degrees possess an understanding and awareness of nonwhite ethnic groups";
- 3) Consider the fiscal implications of adopting additional policies and programs paying particular attention to those campuses which have

already implemented additional policies and programs in this area and;

- 4) To report to the California Postsecondary Education Commission (CPEC) by January 1, 1985, on the actions taken by each governing board.

CPEC is also required to submit a subsequent consolidated report, in addition to a review and oral comment regarding the report, to the legislature by April 1, 1985.

In order to comply with ACR 71, Chancellor's Office staff undertook the following activities:

- 1) Preparation and subsequent analysis of a statewide survey designed to ascertain information about course offerings, policies and fiscal implications (see Appendix A)
- 2) Consultation with CPEC staff assigned to the ACR 71 report.
- 3) Participation in three intersegmental meetings chaired by CPEC staff. The goal of these meetings was to share information about existing practices and agree on a common intersegmental reporting format to facilitate the consolidation of a final CPEC report.

The following section of this report responds to the requests of ACR 71 and is written in the agreed upon CPEC format, which recommended the inclusion of the following five sections:

1. Existing policies either systemwide or on individual campuses which respond to ACR 71.
2. Description of existing course offerings that provides both qualitative and quantitative data.
3. Description of non-instructional support service activities that advance crosscultural understanding (i.e., cultural centers, special exhibits and observances, etc.).
4. A statement concerning fiscal implications.
5. Proposed policies, programs, courses and other actions -- either systemwide or on individual campuses -- designed to promote the goal expressed in ACR 71.

III. SURVEY METHODOLOGY AND FINDINGS

On November 14, 1983, a preliminary communication was sent to Superintendents/Presidents describing the intent of ACR 71. A copy of the resolution was included as well as a survey designed to elicit the type of information necessary to comply with the legislative request. In addition, an operational definition of ethnic studies was provided. This was done

to provide a common conceptual framework due to the fact that ethnic studies were not uniformly defined across all community colleges.

Because of the ample lead time allowed by the early issuance of the first survey, staff was able to issue a follow-up survey to those colleges failing to respond initially. A 100% response rate has been achieved if two colleges which did **not** utilize the survey format in their response are included.

Summary of Findings

1. Existing Community College Ethnic Studies Policies

The ethnic studies survey asked a series of questions designed to ascertain the existence of any ethnic studies policies adopted by local boards, particularly any requirements linked with the associate degree. The responses provided under this category are as follows:

- o All colleges cited their compliance with Administrative Code, Title 5, Section 55806, which establishes minimum requirements for the associate degree and includes a statement mandating that all colleges offer ethnic studies in at least one of the general education areas.
- o There are twenty-one colleges which have an ethnic studies requirement for their associate degree. A list of these colleges follows:

Table 1

Colleges Requiring Ethnic Studies for The Associate of Arts or Associate of Science Degree

College of Alameda	Merritt College
Bakersfield College	San Diego Educational
Canada College	Cultural Complex
Cerro Coso College	San Diego City College
De Anza College	San Diego Mesa College
Evergreen College	San Diego Miramar College
Feather River College	San Jose City College
Foothill College	Santa Ana College
Indian Valley Colleges	Porterville College
Laney College	Ventura College
Merritt College	Vista College

- o Six colleges have adopted local policies which differed from the two types of policies stated above:

El Camino College -- Established a specialized "Honors Program" in math and science in which the general education requirements are specifically prescribed and which include courses in cultural pluralism.

Cerritos College -- Provided a Board-adopted statement of philosophy regarding bilingual/bicultural education supporting the need for these programs and establishing certificate, transfer and interdisciplinary educational options for their students.

Fullerton College -- In 1983, their Board adopted a revised statement of educational philosophy for the college including a specific goal statement which is applicable to all their educational offerings. This statement notes the Boards' intent to "foster an appreciation of cultural heritage as illustrated in language, literature philosophy, and fine arts."

Los Medanos College -- Provided a statement which describes their curriculum planning process for all courses. This plan includes nine criteria for courses seeking general education transfer status. One of these criteria includes the incorporation of pluralism as part of the course content.

Moorpark College -- Has an added requirement, which is one of their general education areas, entitled Ethnic/Women's Studies Courses.

Solano College -- Adopted a new Ethnic Studies program major with three options -- Afro-American, Mexican-American and Ethnic Studies Combinations.

In summary, all of the colleges comply with minimum standards related to the associate degree requirement concerning ethnic studies as set forth in Title 5, Section 55806. Twenty-three colleges have adopted additional policies for ethnic studies, and twenty of these require ethnic studies for the associate degree.

2. Ethnic Studies Course Offerings

Survey responses yielded more than 807 different courses in 34 different instructional areas categorized by the colleges as meeting the criteria provided by the operational definition of ethnic studies provided with the survey. Several colleges objected to what was perceived as a very narrow conceptualization of ethnic studies in ACR 71. In most cases, the objection came because of the limitation to ethnic studies courses and policies which pertained to "non-white" groups only.

Despite the various objections and perceptions presented by several colleges, a very large listing of courses emerged. It became clear that a mere listing* of titles would not provide very significant information. It was decided, therefore, to group these various courses under major instructional disciplines and to determine the extent of offerings within each discipline. The following table illustrates the findings.

Table 2
COURSE OFFERINGS

INSTRUCTIONAL AREA	NUMBER OF COURSES OFFERED
Administration of Justice	2
Afro-American/Black Studies	56
Anthropology	37
Art	16
Asian Studies	14
Bilingual Secretarial Studies	6
Chicano/Mexican-Am/ Latin-Am. Studies	70
Chinese	30
Dance	3
Drama	5
Early Childhood Education	4
English/Literature	50
Ethnic Studies/ Multicultural Studies	69
Filipino	1
Geography	4
Health Sciences	2
History	205
Home Economics	1
Humanities	11
Japanese	7
Jewish Studies	5
Music	15
Native American Studies	24
Nursing	6
Philosophy	2
Physical Education	2
Political Science	13
Psychology	19
Social Science/Sociology	78
Spanish	42
Swahili	4
Urban Studies	1
Women's Studies	3
TOTAL	807

* A course-by-course listing is on file at the Chancellor's Office for reference upon request.

It is important to note that the determination of the subject area under which a course was categorized was determined by the college. These were later aggregated into similar instructional areas by staff. Nevertheless, the aggregate totals demonstrate an impressive array and number of courses which are deemed by the colleges as meeting the intent of ACR 71. Listed in order of priority, the top ten instructional areas offering courses which fostered awareness of non-White ethnic minorities include:

1. History
2. Sociology/Social Services
3. Mexican-American/Chicano Studies
4. Ethnic/Multicultural Studies
5. Afro-American/Black Studies
6. English Literature
7. Spanish
8. Anthropology
9. Chinese
10. Native American Studies

These ten areas accounted for 654 courses, or 81% of the total offerings.

3. Non-Instructional/Support Services Activities

In the preparation of the Ethnic Studies survey, staff referred back to ACR 71 and interpreted its requirements. Based on these requirements, a number of questions were drafted which inquired about policies, programs and courses offered by the colleges which met the intent of ACR 71.

At the last meeting of the intersegmental representatives convened by CPEC (10/12/84), CPEC staff requested that individual segmental reports should also include a statement "in addition to formal courses," which described other college efforts to advance understanding of ethnic groups "including cultural centers, special exhibits and observances, exchange programs and other similar activities." While it was understood by CPEC staff that the community college survey had been issued and most colleges had already responded, it was agreed that those portions of the survey which lend themselves to answering this question would be utilized. For example, questions regarding additional policies or policies for future considerations could be scanned. In addition, systemwide policies or regulations would be noted.

Survey Findings

A review of all survey responses did not note any specific non-instructional practices outside curricular requirements. However, all colleges do comply with regulations set forth in the Education Code which would foster ethnic awareness. Education Code Section 79027, establishes Black-American Day and E.C. Section 79027.5, commemorates the birth of Martin Luther King, Jr., and requires that suitable observances be made.

In addition, while Student Activities Centers, Student Affairs Offices and other student life organizations are not mandated by statute, nearly all colleges make such provisions. It is these student related services that sponsor a myriad of activities which celebrate and commemorate ethnic related events and ethnic heritage weeks.

4. Fiscal Implications

Colleges were asked to estimate the costs of implementing new or additional policies which would comply with the intent of ACR 71. Responses provided may be categorized in basic groupings.

- a) Negligible Costs - Twenty-four of the 106 respondents indicated that costs would be minimal. Most of the respondents in this category have policies in place which require ethnic studies for the associate degree.
- b) Moderate Costs - Fourteen Colleges responded in this category. The cost factors included in their estimations were based on indirect course support costs excluding faculty salaries. These colleges felt they could accommodate additional course sections with existing faculty.
- c) Significant Costs - Thirteen colleges indicated that the costs of a mandated requirement in ethnic studies would range between \$20,000 and \$90,000 with an average of \$35,000. The range provided is due to a number of factors including salary range for a given college, size of student body and other variables. It is clear, in this case, that colleges felt an added requirement could not be accommodated within existing resources but would require added staff.
- d) Unknown Cost - Twenty-five of the respondents either failed to provide an answer or indicated that costs would be unknown depending on the type and extent of the proposed new policy. Five of the colleges responding under the Unknown Cost category indicated that in the event of a mandated ethnic studies requirement, college administration would have no choice but to cancel other existing courses. Respondents in this case cited budget constraints, enrollment caps and expected budget decreases resulting from lower enrollment figures.

IV. PROPOSED POLICIES AND RECOMMENDATIONS

The final section of the recommended CPEC format for this report addresses the issues, recommendations, and/or proposed policies. A review of proposed policies at the campus level is provided as well as a section describing a number of policy recommendations for Board consideration.

Local Policies

The majority of the respondents indicated that no additional policies were being considered by their local boards. Most colleges included an attached correspondence to their surveys and noted that they already complied with statewide minimum requirements under Title 5, Section 55806. Other comments provided by respondents reiterated their concern with the narrow perception exemplified by ACR 71. While they did not take issue with the intent of the resolution, they seriously questioned the means to achieve this intent on two accounts: first, it was stated that the Legislature should not dictate curriculum; and second, this particular dictate (i.e., an ethnic studies requirement) would not assure that the intent of the law would be met. In other words, a three-unit course would not automatically result in increased awareness about ethnic minorities.

Only one college, Cerro Coso, was considering new policies in this area. It will add ethnic studies as a requirement for the associate degree. In addition, there were suggestions about an alternative approach to achieve the intent of ACR 71, namely, to include the concept of cultural pluralism within the content of existing courses. As indicated earlier, Los Medanos has institutionalized this practice in two ways:

- 1) The concept of pluralism is clearly articulated in the college's educational plan and is integrated as one of nine criteria for course approval in each of their six general education instructional areas which include:
 - Behavioral Science
 - Social Science
 - Biological Science
 - Physical Science
 - Language Arts
 - Humanistic Studies
- 2) Staff Inservice - The concept of cultural pluralism has been thoroughly reviewed by Los Medanos College professional staff. Samples of their staff development program were submitted which exemplified both the process and content of their inservice program on cultural pluralism. These training sessions have resulted in the development of a specific criterion about pluralism and additional narrative expansions designed to facilitate the inclusion of this concept in all areas of instruction.

The approach at Los Medanos college is working very well and the integration of the concept of pluralism has been done successfully in a range of courses from Principles of Cellular Biology to Ecology, from General Psychology to Mass Communication, and from Literature to Composition of the United States History (see Appendix B for examples).

Statewide Policy Options for Board Consideration

Given the range of responses provided by the colleges to the Ethnic Studies Survey and the responsibility of the Board of Governors to respond to the legislative resolution, any one or any combination of the following policy recommendations would serve to comply with ACR 71.

Option 1

Submit report to CPEC indicating existing minimum requirements under Title 5, Section 55806 which states that Ethnic Studies must be offered in at least one of the general studies areas required for the associate degree.

Advantages

- No fiscal implications.
- No needed change in regulations.
- Provides students with more flexibility by allowing them the opportunity to choose ethnic studies voluntarily, not as a mandate.

Disadvantages

- The permissive nature of existing regulations under Title 5, Section 55806, have not proven a sufficient incentive for students to enroll in ethnic studies courses. Most courses which are offered at the beginning of the semester are subsequently cancelled because of low enrollment.
- Given the minimum requirement in Title 5, most colleges consider that their educational responsibilities have been met and do not have any incentive to adopt additional policies.

Option 2

Change the permissive language in Title 5, Section 55806, and make ethnic studies a requirement for the associate degree.

Advantages

- An ethnic studies requirement would establish uniform practice across the state and would ensure that all students seeking an associate degree would have some degree of exposure.
- Given the survey responses to fiscal implications, the great majority of colleges may be able to accommodate this mandate with existing faculty. The costs to most colleges would be moderate (i.e., \$2,000 to \$4,000).

- This option would be the one closest to agreement with the language in ACR 71.

Disadvantages

- Faculty opposition to legislated or mandated curriculum should be expected.
- An ethnic studies course will not guarantee increased ethnic awareness, particularly if its content does not address multi-cultural or crosscultural concerns.
- Mandating a specific course may be a disincentive to other approaches seeking to integrate ethnic studies concepts into the general education curriculum.

Option 3

Maintain minimum requirements and exercise leadership by sharing exemplary practices with all colleges encouraging local boards to consider adopting/adapting new or additional policies. Actual models could be supplemented by a proposed model designed to minimize fiscal implications.

Advantages

- Would allow for local flexibility.
- Would showcase those colleges with successful practices.
- Would better serve to integrate Ethnic Studies and the concept of pluralism across the curriculum.
- Would provide students' choice and scheduling flexibility.

Disadvantages

- If the requirement is not a mandate, some colleges may choose not to consider any modifications to what currently exists.
- Would entail a longer implementation process than the other two options.
- May require greater Chancellor's Office support and increased staff time for the provision of technical assistance and field consultation.

As indicated initially, all three options would serve to comply with Board of Governors responsibilities in response to a legislative resolution. An analysis of ACR 71 by staff indicates that the resolution itself may not be the best means to increased awareness by students and faculty. Staff concurs with field observations that a three-unit course is not the best solution to the problem. Lastly, given

the survey results, a history of local control and intersegmental discussions on this issue, staff recommends the adoption of Option 3 as the one option which is more likely to yield significant and integrated changes across the curriculum.

APPENDIX A

ETHNIC STUDIES SURVEY FORMAT

COLLEGE: _____

ETHNIC STUDIES SURVEY

CONTACT PERSON:

TITLE:

PHONE:

1. Does your college offer Ethnic Studies courses? Yes _____ No _____

2. If yes, please list the course(s) offered during Spring 1983 as follows:

Course #	Course Title	# Units	Fall 1983 1st Census Enrollment	ADA Generated	Is the Course Transferable?	
					Yes	No
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

COLLEGE: _____

3. Which of the courses on the first page fulfill a general education requirement? (Please indicate by placing an X under the General Education Requirement for the Associate Degree)

Course Number	Course Title	General Education Requirement (T5-55806)			
		A. Nat'l. Sci.	B. Soc. & Beh. Sci.	C. Hum.	D. Lang. & Rationality
1.					
2.					
3.					

(Continue on a separate sheet if necessary)

4. Is a course in ethnic studies required for the Associate of Arts or Science? Yes _____ No _____
5. If not required for the A.A., has your local board adopted any other specific policies concerning the inclusion of ethnic studies in the educational program offerings of your college? If so, please attach a copy of that policy.
6. If your college does not have any existing policies on ethnic studies, is your board considering the adoption of specific policies in this area? Yes _____ No _____
7. If so, what type of policy or policies are being considered? (i.e., requirement for the A.A., etc.)
8. If your college board adopts new or additional policies in ethnic studies, what would be the fiscal implications of such a decision (please estimate costs)?

PLEASE RETURN THE COMPLETED SURVEY BY DECEMBER 15, 1983 TO:

Rita Cepeda, Specialist
Program Evaluation and Approval
California Community Colleges
1107 Ninth Street, Ste. 500
Sacramento, CA 95814

ETHNIC STUDIES: AN OPERATIONAL DEFINITION

At the 1976 annual meeting of the Social Science Consortium held in Boulder, Colorado, the conferees developed one of the most comprehensive definitions of ethnic studies in the field. This definition was operational rather than philosophical in nature and began by describing the goal of ethnic studies as an educational process which

Helps students develop basic skills in the understanding of their own ethnic background in direct relationship to the multiethnic make-up of the rest of society; and to identify those skills necessary to build a multi-cultural society.

Six educational content areas were identified as necessary to the attainment of the goal above. These areas were described as follows:

1. Identification of the root cultures from which ethnic groups have developed.
2. Description of the U.S. experience of ethnic groups.
3. The dynamics of the changing cultures of ethnic groups.
4. The relationship among and between ethnic groups and the rest of society.
5. Present socio-economic status of ethnic groups in the U.S.
6. Projections for the future participation and interaction of ethnic groups in the U.S.*

Ethnic studies then, is defined in terms of an overall goal statement and the content of courses and programs in relation to that goal.

*Reference Source: Social Sciences Education Consortium, Understanding You and Them: Tips for Teaching About Ethnicity, Boulder, Colorado - 1976
(This consortium is a nationally recognized body of educators from the K-12 and postsecondary levels. Their goal is to further the professional development of social science educators through shared practices, guidelines and techniques for instruction.)

APPENDIX B

LOS MEDANOS COLLEGE SAMPLE COURSE APPROVAL FORMAT
CULTURAL PLURALISM CRITERION

3.2 Criteria Related Goals: Criterion: Pluralism

Criterion stated in goal form: To Encourage the Learner to Consider the Variety of Perspectives,
Experiences and Persuasions that have an Impact on Society

SUB-GOALS	OBJECTIVES	CONTENT	INSTRUCTIONAL
(What the course intends) to do.	(Objective: what the learner) should know, be able to do, experience, as a result of taking the course, i.e., knowledge, skills, values, ethics.	(Refer to Course Outline)	Procedures/Materials
The course will present examples of art forms from non-Western-European as well as Western cultures.	The learner will be able to identify art forms and styles from various times and cultures.	Refer to Sec. II and	Lecture Written exam Slide Identification
The course will look at the role of artists in various cultures.	The learner should realize the different roles artists are assigned in various cultures.	I. A. 3	

OTHER: _____

3.2 Criteria Related Goals: Criterion: Pluralism

Criterion stated in goal form: To Encourage the Learner to Consider the Variety of Perspectives,
Experiences and Persuasions that have an Impact on Society

SUB-GOALS	OBJECTIVES	CONTENT	INSTRUCTIONAL
(What the course intends to do.)	(Objective: what the learner should know, be able to do, experience, as a result of taking the course, i.e., knowledge, skills, values, ethics.	(Refer to Course Outline)	Procedures/Materials
4. Study the institution of marriage and male/female relationships.	4. Identify guidelines, expectations and restrictions placed on human social behaviors to include: marriage, family, gender roles, etc.		(LRC #1): a. The Pygmies b. The Eskimos c. South American Indians d. Australian Aborigines
5. Foster an appreciation of the uniqueness value and contribution of human groups around the globe both past and present.	5. Define and discuss the family and kin relations as a social group. Name and discuss the characteristics and contributions of specific cultural groups to the "modern world."		Articles such as: a. "Race & I.Q." b. "Women in a cross-Cultural Perspective"

BIOLOGICAL SCIENCE 20LS Principles
of Biology: Cellular

3.2 Criteria Related Goals: Criterion:

Pluralism

Criterion stated in goal form:

To Encourage the Learner to Consider the Variety
of Perspectives, experiences and Persuasions that have an Impact on Society

SUB-GOALS	OBJECTIVES	CONTENT	INSTRUCTIONAL
(What the course intends to do).	(Objective: what the learner should know, be able to do, experience, as a result of taking the course, i.e., knowledge, skills, values, ethics.	(Refer to Course Outline).	Procedures/Materials
Wherever possible, an attempt will be made to show the background (gender, ethnic, etc.) of the many people who have made a contribution to our present understanding of the science of biology.	1. The student should have developed an appreciation for the historical perspectives of biology, and the contributions made by <u>all</u> of our biological forerunners.	1.1 1.1.2 1.3 1.3.1 3.1.1 8.1 9.1	Lecture, videotapes, assigned reading, and films.
Appreciate the commonalities that exist between all life forms.	2. Cite several examples of major contributions made by minority individuals.		Reading and writing assignment.

OTHER:

HUMANISTIC STUDIES 40LS Philosophies
of the World

3.2 Criteria Related Goals: Criterion: Pluralism

Criterion stated in goal form: To Encourage the Learner to Consider the Variety of Perspectives,
Experiences and Persuasions that Have an Impact on Society

SUB-GOALS	OBJECTIVES	CONTENT	INSTRUCTIONAL
(What the course intends) to do.	(Objective: what the learner) should know, be able to do, experience, as a result of taking the course, i.e., knowledge, skills, values, ethics.	(Refer to Course Outline)	Procedures/Materials
To show that philosophy is a human need and activity that has existed throughout world history.	The entire course is devoted to a consideration of different intellectual perspectives. But students are also introduced to preliminary ideas of major non-Western thinkers of: a. India b. China as well as study c. African traditional theory of time d. American Indian social philosophy	V C 5; IX A 1 c; X B 1; II B 3; IX B 1 a, b; X H (Japan) II B 2; III C 1; X B 2 VIII A III	Lecture, discussion Lecture Video-tape

OTHER:

3.2 Criteria Related Goals: Criterion: Pluralism

Criterion stated in goal form: To Encourage the Learner to Consider the Variety of Perspectives,
Experiences and Persuasions that Have an Impact on Society

SUB-GOALS	OBJECTIVES	CONTENT	INSTRUCTIONAL
(What the course intends to do.)	(Objective: what the learner should know, be able to do, experience, as a result of taking the course, i.e., knowledge, skills, values, ethics.	(Refer to Course Outline)	Procedures/Materials
1. Both ethics and the reasoning process tend to move away from the trivial and incidental towards a more general, social perspective.	1. Students will be able to describe: the perspectives and experiences relevant to homosexuals, the elderly, immigrants, the disabled, even animals and trees! Analogies will be drawn with other groups, and student projects will be encouraged which are different from the above (i.e., projects on ethnic and women's concerns.)	1. VI E; VII B, F, V D VIII	1a. Lecture, discussion, articles. b. Student projects

OTHER:

3.2 Criteria Related Goals: Criterion: Pluralism

Criterion stated in goal form: To Encourage the Learner to Consider the Variety of Perspectives
Experiences, and persuasions that Impact Society

SUB-GOALS	OBJECTIVES	CONTENT	INSTRUCTIONAL
(What the course intends to do.)	(Objective: what the learner should know, be able to do, experience, as a result of taking the course, i.e., knowledge, skills, values, ethics.)	(Refer to Course Outline)	Procedures/Materials
1. Through literature, encourage the learner to consider varieties of perspectives, experiences, and persuasions impacting society.	1a. Specify several major authors, works, and themes from various ethnic groups. b. Specify works which speak to his/her own concerns. c. Identify common themes of birth, death, love, etc.	III. B II. D. 2 III. A, B III. A	See course policies. Examples: 1a. Discussion or in-class writing on the question: "What basic human experiences does Jose Angel Gutierrez convey in the poem '22 Miles'?"
2. Increase students' awareness of and tolerance for pluralism.	2. State and define personal opinion regarding relationship between the commonality of interests in literature and diverse concerns reflected in works by women and ethnic minority writers.	III. C	2. Follow-up question again for discussion or writing, "Is this an experience and a feeling particular to the Raza ethnic group?"

OTHER:

3.2 Criteria Related Goals: Criterion: Pluralism

Criterion stated in goal form: To Encourage the Learner to Consider the Variety of

Perspectives, Experiences and Persuasions that have an Impact on Society

SUB-GOALS	OBJECTIVES	CONTENT	INSTRUCTIONAL
(What the course intends) to do.	(Objective: what the learner) should know, be able to do, experience, as a result of taking the course, i.e., knowledge, skills, values, ethics.	(Refer to Course Outline)	Procedures/Materials
To expose students to the vast array of contributors, both male and female, to scientific development from all countries, races.	The student will list five (5) contributions from different cultures that have contributed to our scientific knowledge.	III. D. 1 V. D. 1. and integrated into the courses where appropriate	The following video-tapes may be used: The Majestic Clockwork The Grain in The Stone (these tapes show different cultures and sciences) Classroom discussion of cultural contributions to science - one discovery (culture) builds on the work of another; no race or sex has a monopoly.
To show the students that there are other ways to "view the world."	The student will be able to give three (3) examples of alternate belief systems that exist now or did exist.	VI. B. 2 VI. B. 3 VI. B. 4	The unit on "Other Forces" deals with this topic. Reading from "The Medium, The Mystic and The Physicist" may also be used.

OTHER:

3.2 Criteria Related Goals: Criterion: Pluralism

Criterion stated in goal form: To Encourage the Learner to Consider the Variety of Perspectives, Experiences and Persuasions that have an Impact on Society

SUB-GOALS (What the course intends to do.)	OBJECTIVES (Objective: what the learner should know, be able to do, experience, as a result of taking the course, i.e., knowledge, skills, values, ethics.	CONTENT (Refer to Course Outline)	INSTRUCTIONAL Procedures/Materials
1. Introduce the concept of pluralism and study it in historical times and settings	1a. Define pluralism, cite historical instances that illustrate issues of pluralism. 1b. list and evaluate arguments for and against pluralism as public policy and a societal value	1a. 10.1.3., 10.2. 10.3., 10.4. 1b. 10.5.	1a. Lecture, discussion, readings 1b. Discussion, debate, essay writing
2. Show how persons and groups other than those of the dominant group contributed to United States	2. Recount examples of contributions of women and minority groups and individuals	2. 2.10, 15.	2. Lecture, discussion, readings Writing assignment
3. To introduce the history and issues of dissent in the United States	3. Describe dissent, give examples, advance and evaluate arguments for and against it	3. 10., especially 10.1.3.	3. Lecture, discussion, debate, readings, writing

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